DOCUMENT RESUME

ED 267 054 SP 027 363

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TITLE An Overview of Fifth-Year Teacher Education Programs.
INSTITUTION Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.
PUB DATE Nov 85
NOTE 33p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Teachers; Higher Education; *Internship Programs; *Preservice Teacher Education; Program Design; *Program Length; State Standards; *Teacher Education Programs
IDENTIFIERS Beginning Teacher Induction; *Extended Degree Programs

ABSTRACT

A series of model five-year teacher education programs are described. Two main types of programs are included--state-initiated programs and university-based fifth-year programs. An analysis and description of of the following programs is presented: (1) Florida Performance Program Management System--Beginning Teacher Program; (2) Kentucky Internship Program; (3) Oklahoma Entry-Year Program; (4) Wisconsin Mentorship Program; (5) South Carolina Fifth-Year Program; (6) Kansas Internship Plan; (7) North Carolina Career Development Plan for Teachers; (8) Virginia Beginning Teacher Assessment Program; (9) Pennsylvania Teacher Intern Program (Alternate-Certification); (10) California Alternate Certification Program; (11) University of Toledo (Ohio)--Competency-Based Teacher Education; (12) Virginia Commonwealth University--Five-Year Teacher Education Program; (13) West Virginia University--Proposed Five or Six-Year Program; (14) Eastern Michigan University--Staff Development for School Improvement; and (15) University of Wisconsin--Teacher Induction Program. Characteristics of model teacher education programs in various states are tabulated. Advantages and limitations of five-year programs are also discussed. (JD)

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ED267054

AN OVERVIEW OF FIFTH-YEAR TEACHER EDUCATION PROGRAMS

ILLINOIS STATE BOARD OF EDUCATION
Planning, Research and Evaluation Department
Research and Statistics Section

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November, 1985

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State Board of Education

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State Superintendent of Education

SP027363

FOREWORD

The Illinois legislature passed several bills which focus on improving the quality of teaching in Illinois schools and enhancing the professional role of teachers. In conjunction with these objectives, the legislature required a study of the initial year of teaching for the purpose of designing a program to provide support and assist in the orientation of individuals in their initial year of teaching. This report on fifth-year teacher education programs was prepared by Edith Helmich. M.A., from the Research and Statistics Section, Department of Planning, Research, and Evaluation. The interpretations and conclusions expressed herein do not necessarily reflect the position or policy of the State Board of Education.

Ted Sanders
State Superintendent of Education

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Introduction

Initiatives to improve public education must consider the primary entity responsible for teaching - the classroom teacher. Although the old adage about "being born to teach" may still be heard occasionally, professional educators recognize that teachers' skills and knowledge are overwhelmingly dependent on the adequacy of preservice teacher education programs and continuing staff development programs provided to beginning teachers as they make the transition from student to teacher-of-students.

Teaching is not easy. Public expectations for schooling continue to expand and, in response, the professional knowledge base has increased enormously over the years. Teachers today must know more about their subject-matter child development, sociology, psychology, motivation, and economics than was required of their predecessors. Despite these increased expectations, teacher education programs are remarkably similar to those of fifty years ago (American Association of Colleges of Teacher Education, 1983).

In describing the historical development of teacher education programs, Monahan (1984) stated

> Until around 1930, the training of teachers was generally superficial. . .state authorities issued teacher's certificates without requiring extensive preparation. . .if persons were available and willing to teach, they could easily become certified.

In the years since 1930, there were many changes within the content and process of academic teacher education. The context of a four-year teacher education program became well-established despite ever-increasing program content and more refined requirements for certification. However, Monahan states that teacher education programs "have not produced the kind of effective professionals that the long struggle over the past fifty years held the promise of delivering." The reason, he believes, is that a four-year preservice teacher education program is too little time for adequate preparation.

Others throughout the nation concur as reflected in an explosion of programs to expand the teacher education preparation period into a five-year program. Typically, these programs use the fifth year as a classroom teaching internship during which beginning teachers are evaluated and continue to receive training, inservice, and supportive counsel. Defino and Hoffman (1984) report

> . . .the once neglected life of first year teachers has in the course of just a few years become the focal point of considerable activity. State mandated induction programs are proliferating at a rate almost too rapid to monitor.

Against this background and at this time of increased interest in educational improvement, a series of model five-year programs are described in this report. Time constraints precluded the comprehensive listing of all established or planned five-year programs. However, an attempt was made to include examples of the various models that have been developed and a description of those programs. A comparison of major characteristics of five-year programs is made among the various models.

Definitions and Characteristics of Five-Year Programs

In the course of identifying models of teacher education programs that require more than the traditional four years of teacher preparation, several categories of programs emerged. Two main types of programs are described below.

1. State-Initiated Fifth-Year Programs -- There are at least two types of fifth-year programs which are operated by state educational agencies.

   a. State-mandated fifth-year programs -- States require that all first-year teachers participate in an internship year and meet specified standards of teaching proficiency as a condition for teacher certification or licensing. Beginning (first-year) teachers are issued a one or two-year teaching certificate with a continuing certificate dependent on a successful internship within (usually) a two-year period.

   b. State-sponsored beginning teacher programs -- States provide funding or direct-assistance to districts that elect to provide a special program to assist beginning teachers during the first year of classroom teaching. Such programs are voluntary and do not affect teacher certification.

2. University-Based Fifth-Year Programs -- There are at least three types of fifth-year programs offered by various universities.

   a. Required fifth-year internships as a component of the undergraduate program--Universities offer only a five-year program to teacher education majors. Typically, the fifth-year is a teacher internship, but in some instances the teaching experience is incorporated into the final two years. Students are not recommended for certification until the completion of the fifth-year.

   b. Five-Year (or six-year) teacher education programs that combine the Bachelor's and Master's degree programs -- Universities require that students complete requirements for undergraduate degree programs in a subject-area major and then continue with teacher education for a graduate degree. Typically, this program begins in the student's junior college year so that it is a continuous progression rather than a two-part program.

   c. University-sponsored beginning teacher assistance programs -- Universities offer districts a program (for a fee) that typically trains district staff for mentor teacher roles. University staff persons provide additional assistance and inservice to the beginning teachers and coordinate the year-long program.

A broad array of characteristics of five-year programs was identified. For the sake of clarity, the following definitions are used for terms throughout this report.

Competency Test Requirement - In addition to the teaching requirement, participants must demonstrate academic competency by passing a required test.

Condition for Certification - A teaching certificate, or license, can be issued only to those beginning teachers who successfully complete the fifth-year program.

Consensus-Based (Best Practices) Evaluation - Evaluation criteria are determined by common agreement among persons with knowledge of the educational process and effective teaching behaviors. Evaluation is at least partially subjective.

Five-year teacher education programs - A "catch-all" term used to describe programs described variously as internship programs, extended-year programs, fifth-year programs, induction programs, and beginning teacher programs. All of the above involve a fifth year of study, evaluation, or probation for the beginning (first-year) teacher.

Full-Fifth-Year Requirement - Two semesters, or a full academic year, beyond the traditional four-year teacher education college degree program is required of all beginning teachers.

Full-Salary Paid - Participating first-year teachers receive a regularly-scheduled district salary for their teaching assignment.

Multiple-Person Observation Ratings - Participants are observed and rated on their teaching proficiency by more than one person. Usually a committee is selected and each person conducts a predetermined number of classroom observations.

Model programs - Programs that are representative of a particular structure or type of five-year program. Program quality was not assessed.

On-Site University Involvement - A university staff person has individual contact with participants in the school setting, usually as a member of the evaluation/observation committee.

Out-of-State Experience Exemption - Teachers who enter their assignment for the first year and who have been certified in other states are exempt from the fifth-year requirement if they have accrued a specified number of years of teaching experience in other states.

Pass/Fail Condition - Participants are judged to have either passed or failed to meet the criteria for effective teaching behaviors. Scores/rankings are not assigned. Overall performance is assessed.

Pre-Participation Screening/Selection Condition - Teacher education students must meet certain standards before they are eligible to participate in the fifth-year program. (For example, conditions could include a minimum grade-point average, completion of student teaching requirements, passing score on a competency test, etc.)

Ranking by Performance - Evaluators assign scores to participants according to a predetermined scale. Specific teaching behaviors are recorded during the observations, and the observed behaviors are assigned values that are used to determine the participant's score.

Remedial/Assistance Services Available - During the course of the fifth-year program, participants are assisted in identifying and remediating weaknesses or deficiencies in their teaching proficiencies. Assistance may be provided by district inservice, individual consultation, university services, or other means.

Research-Based Evaluation - Evaluation criteria are based on research findings. Evaluations are objectively scored on statistical scales.

State Mandate/Requirement - State law or regulation requires all beginning teachers to participate in the fifth-year program.

Time-Limit Condition - Participants must successfully complete the fifth-year program within a specified time limit. Typically, participants are allowed to repeat the program once for a two-year maximum limit.

Model Five-Year Programs

Model programs in this report refers to representative types of five-year programs rather than outstanding examples, although each of the programs listed have prominence among educators interested in teacher education programs and may well be exemplary programs. Each program is analyzed to identify the major components of the program. Following the discussion, Tables 1 and 2 compare the characteristics of each program in the two main categories: State Programs and University Programs. Appendix A contains a list of contact persons to facilitate ease in requesting more detailed information about particular programs.

State Programs

Florida Performance Program Management System - Beginning Teacher Program

Since its initiation in 1982, the Florida Beginning Teacher Program has served as a model for some of the other state programs (i.e., Kentucky and Oklahoma) requiring an internship year for beginning (first-year) teachers. Key components include a research-validated knowledge base, research-based performance measurement instruments, certified trainers for observers, and multimedia learning packages for teacher development. The system has undergone extensive testing for validity and reliability, and performance standards have been established for particular groups of teachers.

The program is required by law for all beginning (first-year) teachers, and approximately 6,000 have participated in the past four years. Participants must meet specified performance standards before they are recommended for standard certification, although they are full-time teachers receiving full salary during this first year. A trained committee consisting of a local administrator, local district teacher and university educator conducts classroom observations during which beginning teachers are rated on evaluation instruments designed to assess specific teaching behaviors. Three such observations are conducted by each committee member and the results are discussed collectively and with the beginning teacher during a series of meetings following each set of observations. Study materials (some are still being developed) are provided to the beginning teachers to assist them in remediating areas of weakness identified during the evaluations. If a beginning teacher fails to meet the standards for teaching performance during the first year, then a second year of evaluation may be conducted. If a teacher fails to demonstrate satisfactory performance at the end of the second year, then certification is denied. To date, approximately 120 beginning teachers (2%) have been denied certification because of unsatisfactory performance.

Although assistance and remediation materials are provided to beginning teachers, the main focus in the Florida program is assessment. This assessment emphasis has made the program adaptable to other uses such as annual teacher evaluations and the identification of meritorious teachers.

Oklahoma Entry-Year Program

Oklahoma's Entry-Year Program is required by law for all beginning (first-year) teachers. This program has been in effect for four years, has 4,000 students participating in twenty universities and colleges. Teacher certification is contingent on successful completion (approval) of the first-year evaluation.

The Oklahoma program was described as "much simplier than Florida's plan." Instruments are based on "professional standards in approved teacher education program curriculums rather than based on research." Behaviors assessed are similar to those described for "effective teaching" studies. Evaluation is conducted by a committee that consists of a teacher consultant (same school), administrator of the employing district, and a teacher educator from (usually) the beginning teacher's college or university. Each evaluator follows a prescribed sequence of observations and completes a standardized observation instrument. Group meetings are held three times a year with a heavy emphasis on assistance and remediation, when needed. Following the third meeting, the committee votes to determine whether the beginning teacher should be recommended for certification. If certification is not recommended, the beginning teacher may elect to undergo a second year of evaluation (same procedure). If certification is not recommended at the end of the second year, the beginning teacher would not be eligible for certification in Oklahoma (this has not happened, to date). With heavy emphasis on support and guidance during the evaluation year, the beginning teachers who have participated in this program are highly supportive of its continuation. Beginning teachers are not "rated on a scale." Overall performance is evaluated on a pass/fail basis.

Success rates have been very high. Of 1600 beginning teachers who have participated in the program, approximately 20 have been recommended for the second year. Of the twenty, ten left the teaching field instead of electing a second year of evaluation. This high success rate is probably somewhat affected by the requirement that all teacher education graduates pass a curriculum examination prior to teaching. Approximately 25% of graduates fail the curriculum examination and do not enter the Entry-Year Program. Graduates may take the examination more than once and some pass on subsequent attempts. In addition, teacher education students are required to complete a full semester of student teaching and to complete 45 hours of field experience prior to graduation and, thus, prior to the Entry-Year Program.

Kentucky Internship Program

The Kentucky Internship Program is required by state law for all beginning (first-year) teachers as of the 1985-86 school year. Approximately 600 first-year teachers are participating in the program. Graduates of teacher education programs must pass the National Teacher's Examination before being issued a one-year teaching certificate. Data on the number of graduates who pass or fail the exam were not available. When hired by a local public school district as a full-time teacher at full salary, beginning teachers participate in the internship year. If the teacher's evaluations during the internship year are satisfactory, then a standard teaching certificate is issued. If the teacher's evaluations are <u>not</u> satisfactory the first year, then another one-year teaching certificate is issued and the teacher must

repeat the internship program. If the teacher fails to receive a satisfactory evaluation during the second year of internship, then a teaching certificate is not issued for subsequent years. Since this is the first year of the program, data are not available to report the numbers of beginning teachers who pass or fail the internship year.

Despite the mandatory nature of this internship year, the focus of the program is assistance. Beginning teachers receive remedial help, inservice, consultation and other forms of assistance throughout the year. Both assistance and evaluation are provided by the intern's committee.

Each beginning teacher is assigned a three-person committee. Members must include the school principal, a resource teacher from the same school, and a teacher educator from a recognized college or university with a teacher education program. All committee members are required to undergo training on a formal observation system program (based heavily on the Florida Performance Measurement System). Committee members observe the classroom, consult individually with the beginning teacher, and also have meetings throughout the year among themselves and with the beginning teacher.

Out-of-state teachers who enter the Kentucky school system with less than five years of experience are required to participate in the internship program on the same basis as beginning teachers.

Wisconsin Mentorship Program

The Wisconsin Mentorship Program is funded by the state through a competitive grant program. Currently, eight local public school district participate in the program (31 applicant districts in 1985-86), which is not required by law or regulation.

The participating school districts coordinate the mentorship program with the University of Wisconsin at Platville, Superior and Madison. The university provides extensive training for the district teachers who are chosen to be mentors for beginning (first-year) teachers. These mentor-teachers assist beginning teachers, as needed, in five areas that typically cause problems during the first year of teaching: classroom management, survival techniques, supervision, performance assessment and adult learning.

Each district and each mentor-teacher provides services according to identified needs rather than following a structured program. The purpose of the program is to assist new teachers and there is no pass or fail provision. All beginning teachers within a participating district participate in the program while under a standard teaching contract at full-salary.

South Carolina Fifth-Year Program

Graduates of teacher education programs in South Carolina are issued a five-year teaching certificate. Beginning (first-year) teachers are required by law to participate in an evaluation program. Trained observers conduct three evaluations during the year and the beginning teacher is provided with remedial assistance and consultations following each evaluation. If the teacher demonstrates satisfactory teaching competence as

measured by the evaluation process, then subsequent evaluations are conducted by the local school district (with a second year evaluation required). If the teacher does not "pass" the evaluations during the first year of teaching, then the district is not permitted to rehire the teacher and another position in a different district must be found. If another position is secured, then the evaluation process is repeated for the second year. If the teacher fails the evaluation a second time, then the teacher is not employable in South Carolina schools.

Another type of extended-year program in South Carolina allows college graduates who did not participate in a teacher education program to complete an additional one-year teacher education program and qualify for certification. Beginning evaluation requirements would then be the same as for graduates of teacher education programs.

Kansas Internship Plan (In effect for 1985-86 school year on pilot basis)

The Kansas Internship Plan (KIP) is said to "couple the Kansas tradition of 'helping others' with a reasonable but rigorous assessment program for first-year teachers." Graduates of accredited institutions of higher education with a minimum cumulative grade point average of 2.5 (4.0 system), who have completed an approved teacher education program and received a satisfactory score on a pre-certification test, are required by law to serve a one-year internship during the first year of teaching. This program is currently in a developmental phase with full implementation several years away. The plan, however, has been signed into law.

An assistance committee will evaluate the beginning (first-year) teacher according to minimum competencies established by the Kansas State Board of Education Rules and Regulations. During the year, consultation conferences will be held with the beginning teacher to support, assist, and train (when necessary) to improve classroom performance. The assistance committee will consist of a practicing teacher and an administrator. Each district (or special education cooperative) receives $1,000 from the State for each intern with the understanding that this stipend is to be paid to the senior teacher(s) who have responsibility for managing the beginning teacher's planned professional experiences.

At the end of the intern year, the assistance committee recommends to the Kansas Commissioner of Education that the intern either be granted an initial five-year certificate or denied certification. A recommendation to deny certification may be appealed by the beginning teacher.

The intern shall be considered a first-year teacher and will receive full-pay in accordance with the salary schedule of the employing district. A successful intern shall get the credit of one year's teaching toward tenure.

North Carolina Career Development Plan for Teachers

The North Carolina Career Development Plan applies to all teachers by law. The initial level addresses the beginning (first-year) teacher who may be issued a two-year teaching certificate. The teacher at the initial level performs as a full-time teacher under close supervision and periodic evaluation by a professional support team.

The support team includes the principal (or designee), central office support person, mentor teacher, and one or more professional teacher educators from colleges or universities. This team conducts a minimum of three evaluations during each of two years and designs an individualized improvement program jointly with the beginning teacher.

In order to qualify for a continuing certificate, the teacher must (1) demonstrate progressive improvement of teaching skills during the two years as evidenced by satisfactory evaluations on performance criteria, and (2) complete a professional improvement program by the end of the two years.

Virginia Beginning Teacher Assessment Program

The Virginia Beginning Teacher Assessment Program will be fully implemented in 1986. Teacher education graduates, at that time, will be granted a two-year provisional certificate. During the two-year period, all beginning teachers will be evaluated by a three member team. Team evaluators will assess subject area and professional competency. Beginning teachers not meeting the evaluation standards will be required to enroll in remedial programs at regional centers.

This program is still being developed. For example, the regional centers for remediation have not been funded or developed at this time. The Virginia Department of Education is offering small grants to local school districts for the purpose of collecting data and designing teacher evaluation plans for classroom performance models.

Pennsylvania Teacher Intern Program (Alternate-Certification)

The Pennsylvania Department of Education has promoted and encouraged the development of programs for college graduates from a variety of fields other than education. The Teacher Intern Certificate was authorized by the State Board of Education in 1972 and intern programs are now offered in 21 colleges and universities.

After candidates are accepted into a university's intern program, they undergo an intensive screening and training program before they can teach. Teaching interns continue to attend classes until they earn a certificate, usually within one or two years (3 years maximum time allowed). Interns teach in a school system with full-salary while they earn their teaching certificates.

California Alternate Certification Program

In 1983, laws were enacted in California to create the Mentor Teacher Program. Mentor teachers receive both recognition and increased compensation in terms of salary. Districts that participate in the Mentor Teacher Program may offer alternate-certification intern programs. A student with a bachelor's degree in a field other than teacher education who meets competency testing requirements, may enter a two-year program under a mentor teacher. Mentor teachers assist the intern who, at the end of two years, may be recommended for full certification. This program is limited to teachers at the secondary level.

University Programs

University of Toledo (Ohio) - Competency-Based Teacher Education

The University of Toledo operates a competency-based teacher evaluation program for student teachers who are enrolled in the university's teacher education program. The program is research oriented and uses sophisticated statistical procedures to evaluate teaching performance. Subjectivity is carefully controlled.

Results from the evaluations of student teachers are primarily used to strengthen and improve the university's teacher education program. For example, areas of low performance or low competency are given broader coverage or increased emphasis in subsequent courses for students in teacher education.

In the published booklet entitled, "Empirical Measurement of Teacher Performance," little mention is made of direct assistance or remediation to the student teachers being evaluated. Rather, emphasis is placed on the need for objectivity on the part of the evaluators. The primary purpose of the program appears to be teacher education program improvement, which speaks to a long-term rather than immediate benefit for beginning teachers. The student teaching experience is highly structured and closely evaluated, but the program does not appear to have a fifth-year requirement. Future plans include a continuation of the evaluation process during the first year of teaching.

Virginia Commonwealth University - Five-Year Teacher Education Program

Virginia Commonwealth University is planning a five-year teacher education program that will begin in the fall of 1986. Planning was conducted through a grant from private sources. There has been no major push from the State Department of Education to develop extended-year teacher education programs incorporating graduate degrees.

The first component of the five-year program will apply only to students majoring in secondary or elementary teacher education. Other programs (special education, music and art) will be implemented in the future. The program combines the bachelor's and master's degrees.

Basically, the first four years of the program emphasize the study of subject area theory and knowledge (interdisciplinary studies for elementary education majors) and includes clinical experience in classrooms or with groups of children in educational settings. The final year focuses on teaching theory and techniques and the student teaching experience. The final semester of teaching experience is envisioned as being at the "associate teacher" level and there is the possibility that students may receive an intern-type salary from the districts where they teach. Planning will continue throughout the 1985-86 academic year.

West Virginia University - Proposed Five or Six-Year Program

Although still in the proposal stage, West Virginia University has developed models for both five and six-year teacher education programs. Both programs lead to graduate degrees: five-year, Masters degree and six-year, Ed.D. The planning committee feels that the additional time is required to adequately prepare students for today's teaching expectations and, further, that increased competence will rightly reflect the teacher's professional role which merits the graduate degree(s).

A unique feature of the West Virginia University program is the status of the local district teacher. These teachers would be trained and would be adjunct-faculty of the university. The resultant two-way communication would also provide information that will be used to improve the university's teacher education program. A full year of teaching would be part of every teacher education student's program.

Eastern Michigan University - Staff Development for School Improvement

This program offered by the Eastern Michigan University is not a fifth-year program in the same sense as other university programs identified in this report. It is rather a comprehensive inservice program for all teachers in a district, which would, of course, be of benefit to beginning teachers.

The program length is variable according to identified staff needs. State funding is provided to both the university and the participating district to cover program expenses. Planning is highly individualized and centers on individual schools rather than the district as a whole. Within the selected school, group needs are emphasized rather than individual teacher needs. Evaluation is conducted by the participants in the school program and is informative. There are no penalties or rewards based on evaluation. The program is voluntary and is not prescribed by law.

University of Wisconsin - Teacher Induction Program

The Teacher Induction Program offered to public school districts by the University of Wisconsin - Whitewater, is designed to provide support and guidance to beginning (first-year) teachers. The program operates for a full academic year, during which close cooperation between the local school district and the university is required. The program is voluntary and is not required by law.

Individual school districts contract with the university for individual beginning teachers' participation. There is a $600 cost per teacher that the district pays to the university. The teacher is under regular teaching contract and receives full-salary during the year of participation. In addition, the participating beginning teacher is required to be enrolled as a graduate student at the university.

Participation in the program qualifies the local district for funding to support local inservice activities. Funding is provided by the State through the Wisconsin Improvement Program.

The Teacher Induction Program provides the following services.

1. Induction Team consisting of a local district administrator, mentor teacher, and university consultant.

2. Personal Development Plan prepared by the induction team for the beginning teacher.

3. Assistance to the beginning teacher on a daily/weekly basis from the mentor teacher.

4. Assistance to the beginning teacher on a weekly basis through weekly written reports to the university consultant.

5. Monthly on-site meetings of the induction team with the beginning teacher.

Tables 1 (State Programs) and 2 (University Programs) compare the major characteristics of the five-year programs identified for this report. Comparison shows that there are many similiarities among the programs and, also, many differences. These findings suggest that programs have been developed in response to unique needs and for somewhat varying purposes.

TABLE 1: STATE PROGRAMS

CHARACTERISTICS OF MODEL TEACHER EDUCATION PROGRAMS

Characteristic	Name of Model Program		
	Oklahoma Entry-Year Program	Kentucky Beginning Teacher Internship Program	Beginning Teacher Program Florida Performance Program Measurement System
Full Fifth Yr. Requirement	yes	yes	yes
Condition for Certification	yes	yes	yes
State Mandate/ Requirement	yes	yes	yes
Pre-Participation Screening/Selection Condition	yes	yes	no
Time-Limit Condition	yes	yes	yes
Competency Test Requirement	yes	yes	no
Research-Based Evaluation	no	(Used for remedial purposes only.) yes	yes
Consensus-Based (Best Practices) Evaluation	yes	yes	no
Multiple-Person Observation Ratings	yes	yes	(Trained observers req.) yes
Ranking by Performance	no	no	yes
Pass/Fail Condition	yes	yes	no
Remedial/Assistance Services Available	(Heavy Emphasis) yes	(Heavy Emphasis) yes	(Study material being developed) no

Characteristic	Name of Model Program		
	Oklahoma Entry-Year Program	Kentucky Beginning Teacher Internship Program	Beginning Teacher Program, Florida Performance Program Measurement System
On-Site University Involvement	yes	yes	no
Full-Salary Paid	yes	yes	yes
Out-of-State Experience Exemption	yes	yes	(Partial exemption) yes
Other	Program began in 1982-83 school year.	Modification of Florida's Performance Measurement System.	Focuses exclusively on teaching behaviors.

Characteristic	Name of Model Program		
	Wisconsin Mentorship Program	Virginia Beginning Teacher Assessment Program	S. Carolina Fifth-Year Program
Full Fifth Yr. Requirement	yes	(Two Years)	yes
Condition for Certification	no	yes	yes
State Mandate/ Requirement	no	yes	yes
Pre-Participation Screening/Selection Condition	District-yes Teachers-no	no	no
Time-Limit Condition	no	N/A	yes
Competency Test Requirement	no	N/A	N/A
Research-Based Evaluation	no	N/A	N/A
Consensus-Based (Best Practices) Evaluation	yes	N/A	N/A
Multiple-Person Observation Ratings	no	yes	yes
Ranking by Performance	no	N/A	N/A
Pass/Fail Condition	no	N/A	yes
Remedial/Assistance Services Available	yes	yes	yes
On-Site University Involvement	yes	N/A	yes
Full-Salary Paid	yes	yes	yes
Out-of-State Experience Exemption	N/A		yes

Characteristic	Name of Model Program		
	Wisconsin Mentorship Program	Virginia Beginning Teacher Assessment Program	S. Carolina Fifth-Year Program
Other	Competitive State Grant, Mentor Teacher Design, District Designs Program Plan.	Being developed for 1986 implementation.	

Characteristic	Name of Model Program		
	Kansas Internship Plan	North Carolina Career Development Plan	Georgia Beginning Teacher Assessment Plan
Full Fifth Yr. Requirement	yes	(2 yrs. internship) yes	yes
Condition for Certification	yes	yes	yes
State Mandate/ Requirement	(House Resolution) - yes	yes	yes
Pre-Participation Screening/Selection Condition	yes	no	yes
Time-Limit Condition	yes	yes	no
Competency Test Requirement	yes	no	yes
Research-Based Evaluation	yes	no	N/A
Consensus-Based (Best Practices) Evaluation	N/A	yes	yes
Multiple-Person Observation Ratings	yes	yes	yes
Ranking by Performance	yes	no	N/A
Pass/Fail Condition	yes	yes	no
Remedial/Assistance Services Available	(Heavy Emphasis) - yes	yes	yes
On-Site University Involvement	no	yes	N/A

Characteristic	Name of Model Program		
	Kansas Internship Plan	North Carolina Career Development Plan	Georgia Beginning Teacher Assessment Plan
Full-Salary Paid	yes	yes	yes
Out-of-State Experience Exemption	yes	N/A	N/A
Other	Not yet implemented but in developmental phase. State law. 5-yr. plan.	Internship is "Initial Level" of five teaching career levels.	To be implemented in 1986.

TABLE 2: UNIVERSITY PROGRAMS

CHARACTERISTICS OF MODEL TEACHER EDUCATION PROGRAMS

Characteristic	Name of Model Program		
	U of Toledo (Ohio) Competency Based Teacher Ed.	Virginia Commonwealth U. Five-Yr. Teacher Ed. Program	West Virginia University-Proposed 5 or 6 Yr. Program
Full Fifth Yr. Requirement	no	yes	yes (or 6 yrs.) (5 yr. - M.A. or 6 yr. - Ed. D)
Condition for Certification	no	no	no
State Mandate/ Requirement	no	no	no
Pre-Participation Screening/Selection Condition	yes	yes	yes
Time-Limit Condition	no	no	no
Competency Test Requirement	yes	yes	yes
Research-Based Evaluation	yes	1985 is a planning year for 1986 implementation.	Not offered but under study.
Consensus-Based (Best Practices) Evaluation	no	"	"
Multiple-Person Observation Ratings	yes	"	"
Ranking by Performance	yes	yes	yes
Pass/Fail Condition	no	no	no
Remedial/Assistance Services Available	no	yes	yes

Characteristic	Name of Model Program		
	U of Toledo (Ohio) Competency Based Teacher Ed.	Virginia Commonwealth U. Five-Yr. Teacher Ed. Program	West Virginia University-Proposed 5 or 6 Yr. Program
On-Site University Involvement	yes	yes	yes
Full-Salary Paid	no	no	no
Out-of-State Experience Exemption	N/A	N/A	N/A
Other	University curriculum improvement emphasis-Teacher education program evaluation.	Combined B.A./M.A. Program.	Combined program for B.A./M.A. or B.A./M.A./Ed.

Characteristic	Name of Model Program	
	Staff Development for School Improvement/University of Michigan	U of Wisconsin-Whitewater Teacher Induction Program
Full Fifth Yr. Requirement	no	yes
Condition for Certification	no	no
State Mandate/ Requirement	no	no
Pre-Participation Screening/Selection Condition	District and school - yes Individual Teachers - no	no
Time-Limit Condition	no	yes
Competency Test Requirement	no	no
Research-Based Evaluation	(District Discretion) - No	no
Consensus-Based (Best Practices) Evaluation	(Group Evaluation) yes	yes
Multiple-Person Observation Ratings	no	yes
Ranking by Performance	no	yes
Pass/Fail Condition	no	no
Remedial/Assistance Services Available	Group Activities	yes
On-Site University Involvement	yes	(Enrolled in Graduate School) - yes
Full-Salary Paid	yes	yes

Characteristic	Name of Model Program	
	Staff Development for School Improvement/University of Michigan	U of Wisconsin-Whitewater Teacher Induction Program
Out-of-State Experience Exemption	N/A	N/A
Other	No pre-set plan. School committees identify needs, plan activities, and conduct evaluation.	District pays $600 per teacher to University. Beginning teacher must enroll as graduate student, but teaches full-time.

Advantages and Limitations of Five-Year Programs

McIntyre (1983) speaks for many advocates of fifth-year teacher preparation programs when he says, "Too often, induction into teaching carries an implicit sink-or-swim ultimatum." Stoltenberg (1981), Dunbar (1981), and others advocate a stronger introduction/induction bridge from the preservice preparation of a new teacher to actual classroom teaching because of a belief that preservice training alone does not prepare teacher candidates for the realities of first-year teaching. These writers challenge the view of the American Association of Colleges of Teacher Education (1983) that preservice education provides the skills and knowledge needed by a teacher for safe practice from the first day in a classroom. They believe that the first teaching experience reveals problems and circumstances that cannot be totally predicted during the preservice study but that constitute an opportunity for continuing learning for the beginning teacher if appropriate assessment and assistance is provided.

A major advantage of the fifth-year for teacher education programs is more time--time to comprehensively cover the vast body of knowledge that has developed for the field of education and time to translate theory into practice. The American Association of Colleges of Teacher Education (1983) stresses that it is essential that extended programs be based on the recognition of a better and more fully developed knowledge base for teaching and learning, and that the programs be substantially and demonstrably better than those which they replace. Dunbar (1981) sees the extra year as an opportunity for beginning teachers to receive help with specific classroom management ideas, discipline techniques, field-based course work, and evaluative observations. Gallegos (1981) states that there will be less need to decide between content courses and classroom experience during preservice and that scheduling "what is needed" will be possible instead of "scheduling what time allows."

The basic goal, of course, is to better prepare young teachers to meet the educational needs of their students. Fundamental to all the supportive rationales is the belief that educational programs in the schools will be better if the beginning teachers are better prepared, and that poor teachers will be identified before full certification is granted.

Another concern that may be alleviated by five-year programs is the image of the teacher. Teaching has long been regarded as a less-than-professional occupation, partly because the training is viewed as less extensive that that required for the recognized professions (law, medicine, etc.). More rigorous academic requirements and a demonstration of competence are seen as vital elements in improving the professional image of teachers and, concurrently, attracting more highly-qualified young people to teaching. Indeed, several writers have reported that students participating in fifth-year programs are attractive job candidates to school districts (Monahan, 1984; Andrew, 1981; Dunbar, 1981; and others).

Finally, numerous writers, program directors, and staff from state educational agencies commented that the fifth-year programs generate extensive feedback information for use by teacher education institutions. Program modifications can then be made in response to actual needs of first-year teachers. These changes strengthen the program for subsequent graduates.

However, all aspects of five-year programs are not viewed as positive. There are problems that may be experienced if planning is less than comprehensive before a five-year program is initiated either by a university as a condition for graduation, or by a state as a condition for certification.

Sensitive political influences surface when fifth-year programs are proposed. Kunkel and Dearmin (1981) described various political and special interest group problems encountered in Nevada when changes in the teacher preparation program were considered. They stress the importance of educating and informing key groups. The public, legislators, teachers, higher education groups, professional groups, and unions need comprehensive information in order to avoid misunderstandings and misinterpretations of the effects of such change.

Time demands for beginning teachers, school districts and universities were identified as a limitation by Edwards (1984). Participation in the very activities that promote positive effects for beginning teachers impose new responsibilities on the participants, and these responsibilities are typically in addition to the full-time duties of their regular jobs. Edwards also found that there was often a need for more training of participants on all levels, insufficient personnel and insufficient material resources. Clarity of purpose was often missing among participants. For example, some participants felt their obligation ended with the prescribed activities while others felt an obligation to assure the success of the new teacher. Participants expressed concern with regard to the defensibility of a negative recommendation and appeared predisposed to make positive recommendations. Finally, Edwards found that varying situational circumstances made adherence to the program difficult in some cases: scheduling conflicts, inappropriate placements, lack of adequate training, or other circumstances unique to a particular school setting.

Gallegos (1981) describes similiar limitations: lack of a reliable cadre of cooperating teachers who are true master teachers and role models, lack of stability within local districts (teacher strikes), lack of university professors knowledgeable about supervision of beginning teachers, increased cost to students (particularly relevant to minority students), and increased cost for the university to provide off-campus service to students.

Schrag (1985) expressed concerns that were limited to university-sponsored five-year programs. Without further study, Schrag felt that there was not sufficient knowledge to definitively identify the additional essential course content and behaviors that teachers must have. Finally, there was a concern about cost. Extended programs are undeniably costly in terms of college expenses for students, program expenses for universities, and in terms of time. To justify these costs, Schrag reported that the outcomes of such programs must be known and shown to be cost-effective before states become involved in mandating additional time requirements for teacher education programs.

Scannell and Guenther (1981) placed a sociological limitation on changing teacher preparation programs from four to five-year programs. They believed that if the movement is to succeed, it must be accomplished before another general shortage of teachers occurs. A more rigorous program of teacher education may not be practical to implement if the demand for teachers exceeds the supply.

Summary

After several years of advocacy, five-year teacher education programs are being implemented in states across the nation. There appears to be a pervasive and strong belief that teachers need a longer period of preservice learning and training in order to meet the expectations for today's teachers. Particular emphasis is placed on the need for continued assistance and support for teachers during the first year in the classroom. This first year is usually designated as an internship year. Implicit in this additional year of evaluation and assistance is a final screening process to either remediate or deny the entrance of incompetent teachers into the ranks of certified teachers.

There are two major types of programs: state and university. State programs are usually linked to certification eligibility but also encourage strong assistance/remediation services to assist beginning teachers in reaching required levels of teaching competency for certification. The state programs are highly similar in their characteristics. University programs are quite diverse, however. Some focus on standards for certification, others provide generic inservice to improve teaching behavior, and still others focus on the academic quality of prospective teachers and the need for advanced degrees before entering the teaching field.

Five-year programs have been reported to have both advantages and disadvantages. Advantages include the opportunity for beginning teachers to have a structured support system during their first year of teaching, additional time to study the educational knowledge base, and a source of information for the improvement of teacher education programs. In addition, there is an opportunity to remediate teaching deficiencies before standard certification is awarded and, in some cases, to prevent incompetent teachers from being granted certification. This implicit screening process is credited with improving the public image of teaching and, thus, attracting greater numbers of highly qualified students into the field. Disadvantages, on the other hand, include concerns about the high cost of implementation for states, higher education institutions and students. Time demands across all groups are extensive. The fifth-year program activities are usually in addition to the expectations for a full-time position for the beginning teachers, mentor teachers and local administrators. Adequate training for participants, sufficient numbers of qualified mentor teachers and role models, and clarity of purpose among all participants were identified as problem areas for many programs. Finally, the untested nature of the program has raised concerns about the effectiveness of the activities and increased knowledge base that constitute the additional year since models have been developed that differ in design, content and purpose. This diversity has created uncertainty about which model is the most effective.

The existence of these various models provides an opportunity for interested groups to study and select from types of five-year programs that meet unique needs and circumstances. Five-year programs are proliferating and more data and research are available for study purposes. There are, however, few studies that provide an overview or comparison of various programs. The programs are new in the sense that few models have been evaluated in a manner that would permit comparison. Even so, the existing models have many common characteristics which can serve as basic information for groups interested in developing a program to improve the performance of beginning teachers.

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Appendix A

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